

Personality in Relation to the Academic Performance of Third Year Maritime Students in Cristal E-College for the First Semester of S.Y. 2016 – 2017

Lydee Gie P. Peguit

Abstract— The study is about the Personality in Relation to the Academic Performance of Third Year Maritime Students in Cristal e-College for the First Semester of S.Y. 2016 – 2017, to propose recommendations that will address the needs of the students in preparation of their future career. Using Purposive Universal Sampling, 160 out of 210 maritime students taking the Aptitude for Service Leadership class of the researcher agreed to participate in the study. Correlating the result taken from the Jackson Personality Inventory – Revised and the students’ GPA from the Second Semester of S.Y. 2015 – 2016, it proved that there is a significant relationship between the participants’ Personality Profile and Academic Performance with the computed value at 0.38234 greater than the critical value at 0.13428.

Keywords—Personality, Academic Performance, Maritime Students, Personality in Relation to Academic Performance

I. INTRODUCTION

PERSONALITY and academic performance play a strong influence on a student’s development. Personality holds how an individual reacts in his or her environment in different circumstances, even on how one responds to different stimulations from the environment. It is well known that people who have a relatively stable personality tend to have a good academic performance because of the strong connection the former and the latter have. So when students have a well-managed personality, it increases the probability for them to perform well in school, thus, increasing the probability that they will also perform way better in their future career.

Personality refers to a set of characteristics unique to an individual. Each one conveys a compilation of unique traits that marks their personality and influences the way the person behaves. The personality of people can be assessed based on standardized personality assessments with a standardized norm. These are intended to be used by normal populations’ wherein; the measures are derived from contemporary research in the field of social and personality psychology.

Academic performance, on the other hand, is commonly gauged through the General Point Average (GPA) of a student, gathered from the grades that the student obtained from all

classes in a particular semester.

A reason why students are encouraged to do good academically is for career preparation; therefore, it has been the common aim of every educational institution to develop and enhance the student’s potential to help them in keeping up with the advancing demands of the world. When an individual is well-adjusted, they are more likely to be effective and efficient in whatever task they are to do, regardless of the environment they are in.

II. THEORETICAL BACKGROUND

Personality refers to lasting characteristics or traits of an individual that deviate him or her from the rest of the norm. This deviation can bring forth people to act in a predictable and consistent manner, in different situations that may extend over lengthy periods of time.

BIG FIVE or FIVE – FACTOR THEORY OF PERSONALITY

In today’s contemporary view of personality, evidence have shown that almost all clusters of personality-relevant adjectives could be sum up in the context of the Big Five. The components include EXTROVERSION, NEUROTICISM, AGREEABLENESS, CONSCIENTIOUSNESS, and OPENNESS.

The development of a stable, higher-order personality dimensions such as the Big Five became a useful taxonomy in studying personality, by identifying easy-to-manage and parsimonious number of distinct trait categories. It is where the emergence of the five (5) personality clusters used in the Jackson Personality Inventory-Revised comes in. The scales forming the JPI-R clusters are 15 distinct personality traits that are not entirely independent with one another. From applying factor analysis, based on the scales scores of the samples they used; it suggested the existence of the five higher order clusters which are parsimonious to the Big Five personality traits (Jackson, 1994).

Aside from the relationship personality has towards academic performance, it also reflects that personality has effects towards career decision-making process.

SOCIAL COGNITIVE CAREER THEORY

There are cognitive-person variables that can influence work development as well the existence of extra-person variables that can constrain or enhance the individuals’ personal agency.

In its model, individual's interest are considered to be a combined function of outcome expectations and self-efficacy beliefs wherein; people tend to express certain academic and job quests if they think that doing so will help in leading them to accomplish the outcomes that they want.

A. *On Age Profile of Participants*

It indicated that 55% of the participants are 18 years of age, followed by an ample number of students who are 19 years old and only a few numbers are aging above 20. Out of 160 participants, 88 were 18 years old, 52 participants were 19 years old, 10 participants were 20, 2 participants each were in ages 22 and 23, 1 participant is ageing 25, and 1 participant for each in the ages 21, 24 and 28. Most of the participants are young adults. It is in this stage where they usually have not advanced yet in terms of maturity from adolescence, or, some may have already achieved a certain level of maturity by but still, many have not arrived at these levels well until they reach their 30's (Fleming, 2004).

B. *On the Personality Profile of the Third Year Maritime Students in terms of the different Scales*

Almost all of the scales in the student's personality profile fall in the Average rating, with Complexity, as the only dimension that is rated Low, but the composite mean of the five categories all revealed the same level of rating which is Average. Regarding ranking, among the 15 clusters, the scale on Innovation ranked first while the scale on Complexity ranked last. Looking at the general result of the Cluster scales, it reveals that the participants are already well - balanced with regards to their personality profiles given the Average rating, but still has more room for development in all of the scales. Complexity, on the other hand, may be functional in some situations but not in others, especially that, complexity involves the preference for deep interpretations or explanations on things or events (Jackson, 1994).

C. *On the Academic Performance of the Students*

It indicated that majority of the participants have an Average rating in their Academic Performance from the 2nd Semester of S.Y. 2015-2016 composing of 78 out of 160 participants. On the other hand, 20 out of the 160 participants obtained a rating of High, 59 out of the 160 participants have an Academic Performance rating of Low, 3 out of the 160 participants were rated Very Low, and none of the participants got the rating of Very High. Therefore, most of the Third Year Maritime students are performing good academically given the number of respondents which are rated Average and High but still has a room for improvement.

D. *On the correlation between Age and Personality Profile Complexity*

It revealed that there is no significant relation between the scale on Complexity of the Personality Profile to the participants' Age with the critical value at 0.13428 greater than the computed value at -0.01964. Complexity, as defined, relates to the deep or elaborated preferences of individuals in explanations and interpretations of things and events (Jackson, 1994) The result shows that regardless of the age, the latter

will not define whether a person prefers complicated or uncomplicated things; therefore, the null hypothesis is accepted.

Breadth of Interest

It showed that there is no significant relation between the scale on Breadth of Interest of the Personality Profile and Age with the critical value at 0.13428 greater than computed value at 0.06376. The Breadth of Interest denotes concern on a more or less intellectual nature but does not refer to the intensity of interest in any area (Jackson, 1994). It means that how one person thinks of something as deep or shallow cannot be inclined the with person's age, therefore, the null hypothesis is accepted.

Innovation

It revealed that there is a significant relation between the scale on Innovation of the Personality Profile to the participants' Age with the computed value at 0.14649 greater than the critical value at 0.13428. Most of the participants are in the early adulthood stage where curiosity is high from the transition experienced during adolescence (Fleming, 2004). It has also been held true in the study of Wilson, K., Fornasier, S., & White, K. M. (2010) regarding neuroticism and openness to experience as predilections to increasing internet usage. Innovation denotes the tendencies to be creative in actions and thoughts (Jackson, 1994). Therefore, the relationship of age and innovation is something inevitable; thus, the null hypothesis is rejected.

Tolerance

It revealed that there is no significant relationship between the scale on Tolerance of the Personality Profile and Age of participants with the critical value at 0.13428 greater than computed value at 0.02262. Tolerance signifies the individuals' acceptance of persons holding attitude and customs different from his or her own (Jackson, N.D., 1994). It means that a person's view on other people's customaries is not interrelated with his or her age, thus, accepting the null hypothesis.

Empathy

It showed a no significant relation in the scale on Empathy of the Personality Profile and Age with the critical value at 0.13428 greater than computed value at -0.11899. Jackson, N.D. (1994), defines Empathy as referring to a person's emotional responsiveness towards other people. It means that age is not a predictor of how one individual emotional responds to another individual, therefore, the null hypothesis is accepted.

Anxiety

It showed no significant relation between the scale on Anxiety of the Personality Profile and the participants' Age with the critical value at 0.13428 greater than computed value at 0.03679. Anxiety scale in Jackson Personality Inventory – Revised was intended to assess mild-moderate manifestations of stress, specifically not to be confused with the more debilitating varieties encountered in psychiatric patients

(Jackson, N.D., 1994). It implies that Age does not influence stress manifestations to individuals, accepting the null hypothesis.

Cooperativeness

It revealed no significant relation between the participants' Age and the scale on Cooperativeness of the Personality Profile with the critical value at 0.13428 greater than computed value at -0.05251. Cooperativeness denotes sensitivity and responsiveness to norms and social pressures, as expressed especially by the people in the person's immediate social environment (Jackson, N.D., 1994). How a person cooperates to social demands then is not determined by the age of the individual, accepting the null hypothesis.

Sociability

It presented a no significant relation between the scale on Sociability of the Personality Profile and the participants' Age with the critical value at 0.13428 greater than computed value at 0.07917. Sociability is referring to the tendency to seek out the companionship of other people in a variety of situations (Jackson, N.D., 1994), therefore, it is not a determinant whether a person tends to derive pleasure from sharing their time with other people or not. The results accepted the null hypothesis.

Social Confidence

It denotes a no significant relation between the scale on Social Confidence of the Personality Profile and the participants' Age with the critical value at 0.13428 greater than the computed value at -0.01396. Jackson, N.D., (1994) identifies Social Confidence with people focusing on the most interpersonal aspect of self – assuredness. This result means that a person's confidence and composure in dealing with others is not based on that person's age, accepting the null hypothesis.

Energy Level

It revealed a no significant relation between the participants' Age and the scale on Energy Level of the Personality Profile with the computed value at -0.09149 lesser than the critical value at 0.13428. Energy level refers to an individual's overall level characteristic of functioning in carrying out day to day activities (Jackson, N.D., 1994). It implies that how one person becomes lively and energetic in a variety of self-selected tasks is not determined by age, accepting the null hypothesis.

Sociability

It presented a no significant relation between the scale on Sociability of the Personality Profile and the participants' Age with the critical value at 0.13428 greater than computed value at 0.07917. Sociability is referring to the tendency to seek out the companionship of other people in a variety of situations (Jackson, N.D., 1994), therefore, it is not a determinant whether a person tends to derive pleasure from sharing their time with other people or not. The results accepted the null hypothesis.

Social Confidence

It denotes a no significant relation between the scale on Social Confidence of the Personality Profile and the participants' Age with the critical value at 0.13428 greater than the computed value at -0.01396. Jackson, N.D., (1994) identifies Social Confidence with people focusing on the most interpersonal aspect of self – assuredness. This result means that a person's confidence and composure in dealing with others is not based on that person's age, accepting the null hypothesis.

Energy Level

It revealed a no significant relation between the participants' Age and the scale on Energy Level of the Personality Profile with the computed value at -0.09149 lesser than the critical value at 0.13428. Energy level refers to an individual's overall level characteristic of functioning in carrying out day to day activities (Jackson, N.D., 1994). It implies that how one person becomes lively and energetic in a variety of self-selected tasks is not determined by age, accepting the null hypothesis.

Social Astuteness

It shows that there is no significant relation between the scale on Social Astuteness of the Personality Profile and the participants' Age with the critical value 0.13428 greater than computed value at 0.03443. In general, Social Astuteness denotes a social form of intelligence and was the most difficult to define in JPI-R scales. A person scoring high on this are likely to be an effective negotiator, aware of other motives, diplomatic in presenting issues and resolving conflicts through persuasion, not aggression (Jackson, N.D., 1994). The result means that the social form of intelligence in individuals is not connected with the persons' age, accepting the null hypothesis.

Risk Taking

With the critical value at 0.13428 greater than computed value at 0.04988, the result shows no significant relation between the scale of Risk Taking in the Personality Profile and the participants' Age. The context of Risk Taking in JPI-R scales includes four facets: monetary, physical, social and ethical risk taking, but, it does place more weight on monetary risk taking than the others (Jackson, N.D., 1994). It means that how an individual gambles to situations with uncertain outcome is not rooted in the age of that person, accepting the null hypothesis.

Organization

It shows no significant relation between the participants' Age and the scale on Organization of the Personality Profile with the critical value at 0.13428 greater than the value of computed value at 0.00074. Organization connotes an orderly and systematic approach to undertaking daily activities (Jackson, N.D., 1994). Whether a person, therefore, is inclined to plan ahead, or just leave things to the last minute is not determined by the person's Age, accepting the null hypothesis.

Social Astuteness

It shows that there is no significant relation between the scale on Social Astuteness of the Personality Profile and the participants' Age with the critical value 0.13428 greater than computed value at 0.03443. In general, Social Astuteness denotes a social form of intelligence and was the most difficult to define in JPI-R scales. A person scoring high on this are likely to be an effective negotiator, aware of other motives, diplomatic in presenting issues and resolving conflicts through persuasion, not aggression (Jackson, N.D., 1994). The result means that the social form of intelligence in individuals is not connected with the persons' age, accepting the null hypothesis.

Risk Taking

With the critical value at 0.13428 greater than computed value at 0.04988, the result shows no significant relation between the scale of Risk Taking in the Personality Profile and the participants' Age. The context of Risk Taking in JPI-R scales includes four facets: monetary, physical, social and ethical risk taking, but, it does place more weight on monetary risk taking than the others (Jackson, N.D., 1994). It means that how an individual gambles to situations with uncertain outcome is not rooted in the age of that person, accepting the null hypothesis.

Organization

It shows no significant relation between the participants' Age and the scale on Organization of the Personality Profile with the critical value at 0.13428 greater than the value of computed value at 0.00074. Organization connotes an orderly and systematic approach to undertaking daily activities (Jackson, N.D., 1994). Whether a person, therefore, is inclined to plan ahead, or just leave things to the last minute is not determined by the person's Age, accepting the null hypothesis.

Traditional Values

A no correlation in the participants' Age and the scale on Traditional Values of the Personality Profile as presented in the results, with the computed value at 0.06674 lesser than the critical value at 0.13428. Traditional Values pertains in the JPI-R scales to cultural change. Traditional values persist but not equal to all persons for the scale depicts expectedly, significant differences between young and older adults (Jackson, N.D., 1994). The result shows that whether a person is conservative or liberated, it is not defined by age, accepting the null hypothesis.

Responsibility

With the computed value at 0.07721 which is lesser than the critical value at 0.13428, the data presents a no significant relation between the participants' Age and the scale on Responsibility of the Personality Profile. Responsibility is identified largely in terms of the degree to which a person feels an abstract moral obligation to other people and to the society at large (Jackson, N.D., 1994). With this result, feeling a sense obligation to something you believe in as right and be indifferent about it cannot be subjected to the person's age alone, accepting the null hypothesis.

On the correlation between Personality Profile and Academic Performance.

With the computed value at -0.38234, and is larger than the critical value of 0.13428, the result proves a significant relation between the participants' Personality Profile and their Academic Performance. This means that the participant's Personality Profile is a predilection of their Academic Performance which is also held true from the studies of Nofle, E. E., & Robins, R. W. (2007), Wagerman, S. A., & Funder, D. C. (2007) and Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2013). One of the earliest trait-based personality assessment applications was for the purpose of predicting the student's academic performance (Poropat, A.E, 2009), therefore, personality indeed highly correlates with academic performance (cf. Conard, M. A., 2006, Chamorro-Premuzic, T., & Furnham, A., 2003, Chowdhury, M., 2006), rejecting the null hypothesis.

III. RECOMMENDATIONS

Based from the gathered results, an assessment of the students' personality profiles must be conducted at the beginning of the semester. Knowing their profiles will serve as a guide for faster and easy monitoring of their progress whether academically or in other aspects of their development. This has been held true to the study of Di Giunta, L., Alessandri, G., Gerbino, M., Kanacri, P. L., Zuffiano, A., & Caprara, G. V. (2013). Activities about personality enhancement must be designed for the students that can be incorporated with the Aptitude for Service Leadership class or be worked in partner with the schools' Guidance Center. It may be in terms of self-awareness activities, personality management, or team building activities the activities that will be designed should be in line with the scales of their personality profiles, programs may be categorized based on the needs identified in the personality profile assessment. After which, a monitoring evaluation should be implemented before the semester ends to help in assessing the activities with regards to its effectiveness, either conducted by the schools' Guidance Center or with the instructor handling their Aptitude for Service Leadership class. It may be in form of surveys or one-on-one interviews. If there are students that will deviate from the rest academically, a close – monitoring should be conducted by giving the student/s specific sessions to help them cope up with the assistance of the Aptitude for Service Leadership instructor and the schools' Guidance Center.

IV. REFERENCES

- [1] Wagerman, S. A., & Funder, D. C. (2007). Acquaintance reports of personality and academic achievement: A case for conscientiousness. *Journal of Research in Personality*, 41(1), 221-229. Retrieved at <http://goo.gl/8knuRP> accessed last February 14, 2016.
- [2] Nofle, E. E., & Robins, R. W. (2007). Personality predictors of academic outcomes: big five correlates of GPA and SAT scores. *Journal of personality and social psychology*, 93(1), 116. Retrieved from <https://goo.gl/MglGzP> accessed last February 14, 2016.
- [3] Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2013). Personality factors in elementary school children: Contributions to academic performance over and above executive functions?. *Learning and individual differences*, 25, 118-125. Retrieved from <https://goo.gl/sKuMbk>, accessed last February 14, 2016.

- [4] Di Giunta, L., Alessandri, G., Gerbino, M., Kanacri, P. L., Zuffiano, A., & Caprara, G. V. (2013). The determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy. *Learning and Individual Differences*, 27, 102-108. Retrieved from <https://goo.gl/ZCUWyz>, Accessed last February 14, 2016.
- [5] Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. *Career choice and development*, 4, 255-311. Retrieved from <https://goo.gl/6FlcRX> Accessed last February 14, 2016.
- [6] Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of counseling psychology*, 47(1), 36. Retrieved at <http://goo.gl/cLprNN> accessed last February 14, 2016.
- [7] Schultz, D., & Schultz, S. (2016). *Theories of personality*. Cengage Learning. Retrieved from <http://goo.gl/QjSQkr>, Accessed last February 20, 2016.
- [8] Allport, G. W., & Odbert, H. S. (1936). Trait-names: A psycho-lexical study. *Psychological monographs*, 47(1), i. Retrieved from <http://goo.gl/dDA5V9>, Accessed last February 20, 2016.
- [9] Boeree, C. G. (2006). Gordon Allport. *Personality Theories*. Retrieved from <http://goo.gl/rk47wc>, Accessed last February 20, 2016.
- [10] Eysenck, H. J. (1992). Four ways five factors are not basic. *Personality and individual differences*, 13(6), 667-673., Retrieved from <http://goo.gl/IGbWIr>, Accessed last February 20, 2016.
- [11] Steinmayr, R., Meißner, A., Weidinger, A., & Wirthwein, L. (2014). Academic Achievement. *Oxford Bibliographies in Education*. doi: 10.1093/obo/9780199756810-0108. Retrieved from <http://goo.gl/2p7Nb7>, Accessed last February 20, 2016.
- [12] De Raad, B., & Mlačić, B. (2015). Big Five Factor Model, Theory and Structure. In *International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Vol 2.. Elsevier. Retrieved from <https://goo.gl/hjqfGN>, Accessed last February 20, 2016.
- [13] Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality*, 37(4), 319-338. Retrieved from <https://goo.gl/dIqzL7>, Accessed last February 20, 2016.
- [14] Chowdhury, M. (2006). Students' Personality Traits and Academic Performance: A Five-Factor Model Perspective. *College Quarterly*, 9(3), n3. Retrieved from <http://goo.gl/RkVVqo>, Accessed last February 20, 2016.
- [15] Paunonen, S. V., & Jackson, D. N. (1996). The Jackson Personality Inventory and the five-factor model of personality. *Journal of Research in Personality*, 30(1), 42-59. Retrieved from <http://goo.gl/ITxeTA>, Accessed last September 3, 2016.
- [16] Cobb-Clark, D. A., & Schurer, S. (2012). The stability of big-five personality traits. *Economics Letters*, 115(1), 11-15. Retrieved from <http://goo.gl/IK54iV>, Accessed last September 4, 2016.
- [17] Bleidorn, W., Klimstra, T. A., Denissen, J. J., Rentfrow, P. J., Potter, J., & Gosling, S. D. (2013). Personality maturation around the world: a cross-cultural examination of social-investment theory. *Psychological Science*, 0956797613498396. Retrieved from <http://goo.gl/AD0074>, Accessed last September 4, 2016.
- [18] Popkins, N. C. (1998). The five-factor model: Emergence of a taxonomic model for personality psychology. *Great Ideas in Personality*, Northwestern University. Retrieved from <http://goo.gl/PHXjDA>, Accessed last September 6, 2016.
- [19] Srivastava, S. (2016). Measuring the Big Five Personality Factors. Retrieved from <http://goo.gl/uj357L>, Accessed last September 6, 2016.
- [20] Wilson, K., Fornasier, S., & White, K. M. (2010). Psychological predictors of young adults' use of social networking sites. *Cyberpsychology, Behavior, and Social Networking*, 13(2), 173-177. Retrieved from <http://goo.gl/8DQI9C>, Accessed last September 8, 2016
- Books:**
- [1] Jackson, D.N (1994). *Jackson Personality Inventory – Revised Technical Manual*. Sigma Assessment Systems Inc.